Tennessee State Board of Education **Agenda**
October 21, 2005 **Report Item: II.B.**

Tennessee Comprehensive Assessment Program (TCAP): Tennessee Student Results 2004-2005

The Background:

The 2004-2005 school year marked the sixteenth administration of the Tennessee Comprehensive Assessment Program (TCAP). The program included administrations of Achievement Test (Form P) in grades 3-8, the Writing Assessment in grades 5, 8, and 11, the Gateway Assessments (GTY), and the End-of-Course (EOC). There were two new assessments for 2004 – 2005, End-of-Course US History and End-of-Course Physical Science.

An overview of the data from the sixteenth administration of the Tennessee Comprehensive Assessment Program (TCAP) will be presented to the State Board of Education.

The Recommendation:

For informational purposes only; no action needed.

TENNESSEE
STUDENT TEST RESULTS
2004 – 2005

TENNESSEE
COMPREHENSIVE
ASSESSMENT PROGRAM

Prepared by
Division of Assessment, Evaluation, and Research

October, 2005

EXECUTIVE SUMMARY

The 2004-2005 school year marked the sixteenth administration of the Tennessee Comprehensive Assessment Program (TCAP). The program included administrations of TCAP Achievement Test (Form P) in grades 3-8 (criterion-referenced tests); the TCAP Writing Assessment in grades 5, 8, and 11; the Gateway Assessments; and the High School Subject Matter Tests (HSSMT). New for 2004 - 2005 were U.S. History and Physical Science for the End-of-Course Tests.

An overview of the data from the sixteenth administration of the Tennessee Comprehensive Assessment Program (TCAP) includes the following:

Achievement Test

- The performance level standards established by Tennessee educators and measured by the criterion-referenced assessment classify students as *Below Proficient*, *Proficient*, or *Advanced* for determination of Adequate Yearly Progress (AYP) under No Child Left Behind (NCLB).

- The test scores for 2005 in every grade and every test (content area) increased.

- In Reading/Language Arts, the percentages of students at *Proficient* or *Advanced* in grades 3 - 8 were 91.4, 87.9, 91.0, 87.9, 83.4, and 87.5, respectively. The percentages of students at *Proficient* or *Advanced* increased compared to the previous year (the increases in percentages range from 3.6 to 8.3).

- In Mathematics, the percentages of students at *Proficient* or *Advanced* in grades 3 - 8 were 85.4, 86.6, 89.1, 86.8, 85.4, and 87.2, respectively. The percentages of students at *Proficient* or *Advanced* increased compared to the previous year (the increased percentages range from 4.3 to 6.7).

- In Science, the percentages of students at *Proficient* or *Advanced* in grades 3 - 8 were 82.8, 82.0, 78.7, 76.2, 73.3, and 74.9, respectively. The percentages of students at *Proficient* or *Advanced* increased compared to the previous year (the increased percentages range from 2.6 to 9.1).

- In Social Studies, the percentages of students at *Proficient* or *Advanced* in grades 3 - 8 were 80.0, 84.3, 77.0, 75.4, 70.8, and 73.9, respectively. The percentages of students at *Proficient* or *Advanced* increased compared to the previous year (the increases in percentages range from 2.9 to 11.5).

Writing Assessment

- Seventy-eight point five percent (78.5%) of fifth grade received at or above *Proficient* scores (4 - 6). This marked an increase of nearly one percent (0.8%) more *Proficient* scores than achieved the previous year.

- Eighty-six percent (86.0%) of eighth grade students showed at or above *Proficient* scores (4 - 6). This represented a slight improvement (2.0%) over the performance results of eighth graders of the previous year.

- Seventy-seven percent (77.0%) of eleventh grade students received at or above *Proficient* scores (4 - 6). One point six percent (1.6%) increase in *Proficient* or above scores in 2004-2005 than in the previous year.

Gateway and HSSMT

- The Gateway Assessment data contained within this report represent student performance on standards required by the State Board of Education. Success on each of the Gateway Assessments in the areas of high school science, language arts, and mathematics constitute a part of the requirements for receipt of a regular Tennessee high school diploma. The criterion-referenced data generated by the Language Arts and Mathematics Gateway Assessments also underpin the calculation of adequate yearly progress (AYP) at the high school level.

- Gateway Assessments in Algebra I, Biology I, and English II were administered to Tennessee students at the end of fall 2004, spring 2005 semesters, and during summer 2005. Based on the data sets for the first time takers, eighty-five percent (85.3%) of the students were successful in meeting the performance standard on the math (Algebra I) test and over ninety-seven percent (96.5%) were successful in science (Biology I). Ninety-four percent (94.4%) were successful in Language Arts (English II).

- Four tests designated as High School Subject Matter Tests (Math Foundations II, English I, Physical Science, and U.S. History) were administered during the 2004 - 2005 school year. Assessments in Algebra II, Geometry, and Chemistry are on hold.

TENNESSEE COMPREHENSIVE ASSESSMENT PROGRAM OVERVIEW

Currently, the Tennessee Comprehensive Assessment Program (TCAP) encompasses four mandated testing programs. This document includes results from the TCAP Achievement Test in reading/language, mathematics, science, and social studies in grades 3 - 8; the Writing Assessment in grades 5, 8, and 11; the Gateway Assessments, administered initially to students completing Algebra I, Biology I , and English II; the High School Subject Matter Tests, currently administered in Math Foundations II, English I, Physical Science, and U.S. History.

The criterion-referenced TCAP Achievement Test is designed to evaluate the level of students' proficiency on the Tennessee curriculum frameworks. This assessment provides diagnostic information for specific state content objectives by identifying academic skills the student has accomplished. In addition, this assessment complies with the requirements of the federal No Child Left Behind Act of 2001.

The TCAP Writing Assessment, a performance-based assessment, is designed to measure student writing skills. It assesses a student's ability to demonstrate mastery of the Tennessee writing curriculum. Students are required to write essays in response to a specified prompt in a timed setting with different styles of writing required at each grade level. The essays are scored holistically.

The TCAP Gateway Assessments assess knowledge of Tennessee curriculum objectives in mathematics, language arts, and science. These assessments are designed to evaluate students' knowledge and to measure achievement in these subject areas covering curriculum content through Algebra I, English II, and Biology I. Students are required to pass each of the Gateway Assessments in order to be eligible for a regular high school diploma. The Gateway Assessments replaced the Tennessee Competency Test as a graduation requirement for all students entering ninth grade in 2001 - 2002.

The HSSMT Tests administered in 2004 - 2005 assess the student performance in the major curriculum strands of Math Foundations II, English I, Physical Science, and U.S. History as described in the Tennessee Curriculum Frameworks, Grades 9-12.

What are the most significant characteristics of the TCAP Achievement Test?

In terms of test format and content, there are some characteristics of the TCAP Achievement Test worth noting. Subject matter, page layout, and graphic design closely resemble materials found inside and outside of the classroom. Students are engaged through the use of original illustrations and photographs, reading selections from popular literature and periodicals, and the use of themes to link passages and items throughout the test. The TCAP Achievement Test is customized for Tennessee to match Tennessee curriculum content.

The TCAP Achievement Test provides criterion-referenced information. Student achievement is reported in one of three performance levels in each of the areas of reading/language arts, mathematics, science, and social studies in grades 3 - 8 for 2004 - 2005. These three performance levels are defined as 1) *Below Proficient*, 2) *Proficient*, and 3) *Advanced.* Each performance level is described in terms of the knowledge, skills, and abilities typical of students at that level.

What does the TCAP Writing Assessment provide?

The TCAP Writing Assessment provides a snapshot of student writing ability. The results can be useful in developing an individualized classroom instructional writing plan. The summary-level data allows educators to identify trends in the strengths and weaknesses of student writing ability. This valuable information encourages long-range instructional planning that accommodates varying student abilities.

Why does the TCAP Writing Assessment target grades 5, 8, and 11?

The three targeted grades allow an efficient longitudinal review of student writing skills. The results provide valuable information for assessing the effectiveness of instructional programs. The Writing Assessment was administered in grades 5, 8, and 11 beginning with the 2002 - 2003 school year to more closely align with the requirements of the new federal No Child Left Behind Act of 2001.

What are the Gateway Tests?

On October 29, 1998, in compliance with the TCA 49-1-608 and TCA 49-6-6001(a)(1), the Tennessee State Board of Education designated ten high school courses for the development of end-of-course tests. The Select Oversight Committee on education of the Tennessee General Assembly subsequently affirmed the State Board's recommendation.

In the High School End-of-Course Tests Policy, the State Board stipulated that, students entering the ninth grade in 2001 - 2002 must successfully pass examinations in three subjects -- Algebra I, Biology I, and English II -- in order to earn a high school diploma. These examinations later became known as Gateway Assessments.

What are the High School Subject Matter Tests?

High School Subject Matter Tests (HSSMT) or End-of-Course Tests are offered to students at the completion of the applicable courses. Previously offered tests are being reformatted to reflect more appropriately new curriculum standards. In 2002 - 2003 High School Subject Matter Tests were offered in Math Foundations II and English I. In 2004 - 2005, the HSSMT were offered in Physical Science and U.S. History.

TCAP ACHIEVEMENT TEST

The TCAP Form P Achievement Test provides criterion-referenced information. The current TCAP criterion-referenced Achievement Test reports information in terms of three performance levels that underpin the calculation of adequate yearly progress as defined by the No Child Left Behind law of 2001. The defined levels are *Below Proficient, Proficient, and Advanced*. These three levels of performance are provided for grades 3 - 8 in mathematics and reading/language arts, science, and social studies. The goal is to move all students to *Proficient* or *Advanced* levels.

Summary of Results

Table 1 on page **7** presents a statewide summary of the percentage of all Tennessee students reaching *Proficient* or *Advanced* in reading/language arts, mathematics, science, and social studies for grades 3 - 8. In Reading/Language Arts, the percentages of students at *Proficient* or *Advanced* in grades 3 - 8 were 91.4, 87.9, 91.0, 87.9, 83.4, and 87.5, respectively. The percentages of students at *Proficient* or *Advanced* increased compared to the previous year (the increases in percentages range from 3.6 to 8.3). In Mathematics, the percentages of students at *Proficient* or *Advanced* in grades 3 - 8 were 85.4, 86.6, 89.1, 86.8, 85.4, and 87.2, respectively. The percentages of students at Proficient or Advanced increased compared to the previous year (the increases in percentages range from 4.3 to 6.7).

In Science, the percentages of students at *Proficient* or *Advanced* in grades 3 - 8 were 82.8, 82.0, 78.7, 76.2, 73.3, and 74.9, respectively. The percentages of students at *Proficient* or *Advanced* increased compared to the previous year (the increases in percentages range from 2.6 to 9.1). In Social Studies, the percentages of students at *Proficient* or *Advanced* in grades 3 - 8 were 80.0, 84.3, 77.0, 75.4, 70.8, and 73.9, respectively. The percentages of students at *Proficient* or *Advanced* increased compared to the previous year (the increases in percentages range from 2.9 to 11.5). Performance-level information disaggregated by special education, ethnicity, socio-economic status, and English language learner (ELL) is also provided in tabular format in the Appendices.

Table 1.

2005 Achievement Test Results

Difference = % of 2005 - % of 2004. Effect size (ES) of Cohen's h is the difference between the arcsine transformation of the two proportions.
A small effect is defined as *h* = .20, medium effect as *h* = .50, and a large effect as *h* = .80.

		Reading/Language Arts (%)				*Total*	Difference	*Mathematics (%)*				*Total*	Difference
Year	**Grade**	**Below**	**Proficient**	**Advanced**	**Proficiency**	***Tested***	***Effect Size***	**Below**	**Proficient**	**Advanced**	**Proficiency**	***Tested***	***Effect Size***
2005	**3**	**8.6**	**49.3**	**42.1**	**91.4**	**68,115**	**7.2**	**14.6**	**43.1**	**42.4**	**85.4**	**69,676**	**4.5**
2004	**3**	15.8	50.5	33.7	84.2	70,421	0.22	19.0	43.6	37.3	80.9	70,627	0.12
2005	**4**	**12.1**	**53.0**	**34.9**	**87.9**	**69,297**	**7.4**	**13.4**	**53.6**	**33.0**	**86.6**	**70,588**	**6.6**
2004	**4**	19.5	49.5	31.0	80.5	70,487	0.21	20.0	52.5	27.5	80.0	70,645	0.18
2005	**5**	**9.0**	**54.5**	**36.6**	**91.0**	**69,692**	**8.3**	**10.9**	**49.8**	**39.3**	**89.1**	**70,823**	**5.0**
2004	**5**	17.2	53.0	29.8	82.8	71,924	0.25	15.9	50.3	33.8	84.1	72,057	0.15
2005	**6**	**12.1**	**53.8**	**34.1**	**87.9**	**71,788**	**7.2**	**13.2**	**51.3**	**35.5**	**86.8**	**72,828**	**6.7**
2004	**6**	19.3	52.5	28.2	80.7	73,061	0.20	19.9	49.3	30.8	80.1	73,177	0.18
2005	**7**	**16.6**	**49.7**	**33.7**	**83.4**	**73,058**	**3.6**	**14.6**	**50.6**	**34.8**	**85.4**	**73,998**	**5.3**
2004	**7**	20.3	48.8	31.0	79.7	74,458	0.09	20.0	50.4	29.6	80.0	74,542	0.14
2005	**8**	**12.5**	**48.2**	**39.3**	**87.5**	**72,599**	**7.1**	**12.8**	**51.6**	**35.6**	**87.2**	**73,549**	**4.3**
2004	**8**	19.5	45.5	35.0	80.5	72,119	0.19	17.1	50.1	32.7	82.9	72,107	0.12

		Science (%)				*Total*	Difference	*Social Studies (%)*				*Total*	Difference
Year	**Grade**	**Below**	**Proficient**	**Advanced**	**Proficiency**	***Tested***	***Effect Size***	**Below**	**Proficient**	**Advanced**	**Proficiency**	***Tested***	***Effect Size***
2005	**3**	**17.2**	**57.1**	**25.7**	**82.8**	**68,480**	**7.8**	**20.0**	**51.6**	**28.4**	**80.0**	**68,441**	**5.2**
2004	**3**	25.0	53.3	21.7	75.0	70,476	0.19	25.2	49.8	25.0	74.8	70,396	0.12
2005	**4**	**18.0**	**54.1**	**27.8**	**82.0**	**69,621**	**9.1**	**15.7**	**58.1**	**26.2**	**84.3**	**69,573**	**11.5**
2004	**4**	27.1	51.4	21.5	72.9	70,454	0.22	27.2	51.4	21.3	72.8	70,357	0.28
2005	**5**	**21.3**	**54.5**	**24.3**	**78.7**	**69,923**	**6.8**	**22.9**	**52.6**	**24.4**	**77.0**	**69,878**	**7.8**
2004	**5**	28.1	52.2	19.7	71.9	71,882	0.16	30.7	50.0	19.3	69.3	71,747	0.18
2005	**6**	**23.8**	**50.2**	**26.0**	**76.2**	**71,592**	**4.5**	**24.6**	**51.2**	**24.1**	**75.4**	**71,512**	**6.1**
2004	**6**	28.4	51.9	19.7	71.6	72,867	0.10	30.8	50.4	18.8	69.2	72,738	0.14
2005	**7**	**26.7**	**49.5**	**23.8**	**73.3**	**72,827**	**2.6**	**29.2**	**49.1**	**21.7**	**70.8**	**72,731**	**2.9**
2004	**7**	29.3	50.7	20.0	70.7	74,231	0.06	32.1	47.1	20.7	67.9	74,041	0.06
2005	**8**	**25.1**	**52.2**	**22.7**	**74.9**	**72,334**	**4.8**	**26.1**	**51.5**	**22.4**	**73.9**	**72,221**	**6.2**
2004	**8**	29.9	50.1	20.0	70.1	71,952	0.11	32.3	46.9	20.8	67.7	71,805	0.14

TCAP WRITING ASSESSMENT

The eleventh mandated TCAP Writing Assessment was administered in February 2005. This assessment required students to write essays in response to a given prompt within a specific time allocation. Fifth grade students were asked to compose a narrative essay, eighth grade students an expository essay, and eleventh grade students a persuasive essay. The writing samples were scored holistically.

Fundamental knowledge about holistic scoring is critical to understanding the Writing Assessment process and the results it provides. Holistic scoring goes beyond mechanical correctness to focus on the overall effectiveness of the writer's communication skills.

Standardization of the scoring process for a large-group assessment, such as the statewide administration, was achieved through the selection and use of anchor papers. Anchor papers were selected from the Tennessee students' writing samples to illustrate the expectations for meeting the six skill levels defined by the scoring criteria (rubric). During the scoring process, each student paper was compared to the scoring criteria and the anchor papers.

Summary of Results

Table 2 provides the percent of students scoring at or above *Proficient* at each of the grade levels tested. The table also provides frequencies at each score by grade. Scores from the 2004-2005 assessment again show an increase in the percentage of Tennessee students moving into the *Proficient* range on the TCAP Writing Assessment.

Seventy-eight point five percent (78.5%) of fifth grade students received *Proficient* scores (4 - 6). This marked an increase of nearly one percent (0.8%) more *Proficient* or above scores than achieved by the previous year. Eighty-six percent (86.0%) of eighth grade students showed *Proficient* or above scores. This represented a slight improvement (2.0%) over the performance results of eighth graders of the previous year. Seventy-seven percent (77.0%) of eleventh grade students received *Proficient* or above scores (4 - 6). One point six percent (1.6%) more received *Proficient* scores in 2004-2005 than in 2003-2004. The performance results by grade level

disaggregated by special education, socio-economic status, ethnicity, and English language learner (ELL) are included in the Appendices.

Table 2.

2005 TCAP Writing Assessment State Results

Effect size of Cohen's *h* is the difference between the arcsine transformation of the two proportions.
A small effect is defined as *h* = .20, medium effect as *h* = .50, and a large effect as *h* = .80.

	% of Proficient		Differ	Effect Size of	Mean		Frequency at Each Score							
							Below Proficient				At or Above Proficient			
Grade	2005	2004	'05-'04	Differ	2005	2004	0	1	2	3	4	5	6	Total
5	**78.5**	***77.6***	***0.8***	0.02	**4.1**	***4.1***	459	509	2,787	11,310	32,707	17,042	5,149	69,963
8	**86.0**	***84.0***	***2.0***	0.06	**4.2**	***4.2***	284	495	1,802	7,446	38,001	18,776	5,020	71,824
11	**77.0**	***75.4***	***1.6***	0.04	**4.0**	***3.9***	205	662	2,665	9,551	29,098	12,212	2,382	56,775

TCAP GATEWAY and HSSMT ASSESSMENTS

Background

The Tennessee State Board of Education and the Tennessee Legislature have long recognized the need for establishing achievement standards for Tennessee graduates. Initially the focus was upon ensuring that regular high school diploma recipients had demonstrated competency in a set of basic skills. In 1981, the Tennessee General Assembly endorsed the State Board's regulation with a legislative mandate. The 1981 law required regular diploma recipients to pass a proficiency test, called the Tennessee Proficiency Test (TPT). This test assessed skills in Mathematics and Language Arts roughly equivalent to a sixth grade level.

In 1992, the Tennessee State Board of Education directed a revision of the TPT to assess higher levels of learning in Mathematics and Language Arts. The Competency Test, first administered in 1995, required a passing score of 70% of the items correct on both parts of the assessment. Students were assessed on curriculum standards that were at an eighth grade level. The Competency Test was first administered to students during the fall of their ninth grade year. There were unlimited opportunities to retake the test if students were not initially successful in passing both parts.

Gateway

On October 29, 1998, in compliance with the TCA 49-1-608 and TCA 49-6-6001(a)(1), the Tennessee State Board of Education designated high school courses for the development of tests. The Select Oversight Committee on Education of the Tennessee General Assembly subsequently affirmed the State Board's recommendation. Three of the assessments envisioned by the board were to be administered as students completed Algebra I, Biology I, and English II to determine proficiency in high school math, science, and language arts respectively. These assessments have been designated the Gateway Tests or Assessments.

The Gateway Test requirements were first applicable to the 2001- 2002 entering freshmen. Tennessee students must attain passing scores on each of the three tests to cover high school knowledge and skills in Mathematics, Science, and Language Arts. The curriculum standards

addressed by these assessments should be covered by the time the student completes Algebra I, Biology I, and English II respectively. Therefore, results of these assessments are also appropriate for determining a part of the grade assigned in these subjects. Beginning in 2001-2002, the Tennessee Department of Education began administration of the Gateway Assessments in Algebra I and Biology I three times annually to accommodate students completing work in the fall, spring, and summer semesters. The Gateway Assessment for English II was added for the 2002-2003 school year.

Tennessee students and educators have responded well to each new academic challenge as demonstrated by the chart entitled "Raising the Standard in Tennessee" which depicts the percentage of students achieving a passing score on the Gateway Assessments.

In the spirit of the federal "***No Child Left Behind"*** Act of 2001 which specifies appropriate formatting for the release of student assessment data, all states must be concerned with differences in performance among several specified subgroups of students tested. Disaggregated reporting formats permit Tennessee educators to better serve the needs of Tennessee's students. These disaggregated data provide a more detailed picture of the attainment levels of all of our children so that no Tennessee student will be "left behind" simply because his or her lack of success was hidden behind an average score.

Table 3 provides performance level data for students in three tests. Disaggregated results by special education, socio-economic status, ethnicity, and ELL status are included in the Appendices. Students classified as *first-time taker* (student's first time to take a test) showed a higher *Proficient* level compared to students classified as *not first-time taker* on all three tests. Percentages of *Proficient* of *first-time takers* were 85.3%, 96.5%, and 94.4% in Mathematics, Science, and Language Arts, respectively.

Table 3.

2005 Gateway Test Results

Below = Below Proficient, Prof. = Proficient, Advan= Advanced, and Total Prof = Proficient or Advanced.

1st Time		*Math (%)*			Total	Total	*Science (%)*			Total	Total	*Language Arts (%)*			Total	Total
Taker	Subgroup	Below	Prof.	Advan.	Prof.	Tested	Below	Prof.	Advan.	Prof.	Tested	Below	Prof.	Advan.	Prof.	Tested
1st	**All**	14.7	33.2	52.1	85.3	67,268	3.5	29.5	67.0	96.5	66,643	5.6	27.4	67.0	94.4	65,343
Not	**All**	42.9	32.7	24.4	57.1	28,174	14.7	37.1	48.2	85.3	10,504	26.3	38.5	35.1	73.7	14,893
Total	**All**	23.1	33.0	43.9	76.9	95,442	5.0	30.6	64.5	95.0	77,147	9.4	29.5	61.1	90.6	80,236
2004 Total	***All***				***76.4***	***72,724***				***95.0***	***61,828***				***87.3***	***61,709***

High School Subject Matter

Table 4 presents results for HSSMT (or End-of-Course tests). Ninth graders were the majority of students who took English I, Math Foundations, and Physical Science. Eleventh graders were the majority of students who took U.S. History. Results disaggregated by special education, socio-economic status, ethnicity, and ELL status are included in the Appendices. The percentages of *Proficient* or *Advanced* were 84.2%, 80.2%, 78.8% and 86.1% in English I, Math Foundations, Physical Science, and U.S. History, respectively.

Table 4.

2005 End of Course Test Results

Below = Below Proficient, Prof. = Proficient, Advan= Advanced, and Total Prof = At or Above Proficient. Values under performance levels are percentages.

	English I			Total	Total	*Math Foundations*			Total	Total
Subgroup	**Below**	**Prof.**	**Advan.**	**Prof.**	**Tested**	**Below**	**Prof.**	**Advan.**	**Prof.**	**Tested**
All	12.1	44.7	43.2	87.9	73,992	15.4	36.4	48.2	84.6	32,841
Grade 8	28.6	53.6	17.9	71.4	28	22.0	40.1	37.9	78.0	1,285
9	11.0	44.2	44.7	89.0	68,768	12.1	34.2	53.8	87.9	20,844
10	27.4	54.7	17.9	72.6	3,103	19.4	42.0	38.6	80.6	7,470
11	29.6	51.9	18.5	70.4	595	24.1	39.2	36.7	75.9	2,122
12	24.1	38.2	37.7	75.9	191	18.4	26.4	55.1	81.6	673
>12	34.3	60.0	5.7	65.7	35	62.5	34.4	3.1	37.5	32
Unknown	20.2	45.0	34.8	79.8	1,272	35.7	35.9	28.4	64.3	415

	Physical Science			Total	Total	*US History*			Total	Total
Subgroup	**Below**	**Prof.**	**Advan.**	**Prof.**	**Tested**	**Below**	**Prof.**	**Advan.**	**Prof.**	**Tested**
All	16.8	45.0	38.2	83.2	60,799	10.4	53.2	36.4	89.6	56,842
Grade 8	9.7	31.4	58.9	90.3	5,625	66.7	33.3	0.0	33.3	3
9	17.7	45.6	36.7	82.3	41,470	31.1	56.5	12.4	68.9	782
10	15.9	46.8	37.2	84.1	8,191	19.1	55.7	25.3	80.9	3,707
11	16.5	54.2	29.4	83.5	3,359	8.6	52.0	39.3	91.4	44,159
12	14.0	51.7	34.3	86.0	1,041	14.5	58.1	27.4	85.5	7,232
>12	22.5	27.5	50.0	77.5	40	34.8	37.0	28.3	65.2	46
Unknown	29.5	45.8	24.8	70.6	1,073	12.4	55.9	31.8	87.6	913

APPENDICES

2005 Achievement Test Results

Below = Below Proficient, Prof. = Proficient, Advan= Advanced, Pr/Ad = Proficient or Advanced, and Diff = Difference = % of 2005 - % of 2004.

Effect size (ES) of Cohen's *h* is the difference between the arcsine transformation of the two proportions. A small effect is defined as *h* = .20, medium effect as *h* = .50, and a large effect as *h* = .80.

			Reading/Language Arts (%)					**Diff**	***Mathematics (%)***					**Diff**	***Science (%)***					**Diff**	***Social Studies (%)***					**Diff**
Year	**Grade**	**Subgroup**	**Below**	**Prof.**	**Advan**	**Pr/Ad**	***n***	***ES***	**Below**	**Prof.**	**Advan**	**Pr/Ad**	***n***	***ES***	**Below**	**Prof.**	**Advan**	**Pr/Ad**	***n***	***ES***	**Below**	**Prof.**	**Advan**	**Pr/Ad**	***n***	***ES***
2005	**3**	**All**	**8.6**	**49.3**	**42.1**	**91.4**	**68115**	**7.2**	**14.6**	**43.1**	**42.4**	**85.4**	**69676**	**4.5**	**17.2**	**57.1**	**25.7**	**82.8**	**68480**	**7.8**	**20.0**	**51.6**	**28.4**	**80.0**	**68441**	**5.2**
2004	**3**	All	15.8	50.5	33.7	84.2	70421	0.22	19.0	43.6	37.3	80.9	70627	0.12	25.0	53.3	21.7	75.0	70476	0.19	25.2	49.8	25.0	74.8	70396	0.12
2005	**4**	**All**	**12.1**	**53.0**	**34.9**	**87.9**	**69297**	**7.4**	**13.4**	**53.6**	**33.0**	**86.6**	**70588**	**6.6**	**18.0**	**54.1**	**27.8**	**82.0**	**69621**	**9.1**	**15.7**	**58.1**	**26.2**	**84.3**	**69573**	**11.5**
2004	**4**	All	19.5	49.5	31.0	80.5	70487	0.21	20.0	52.5	27.5	80.0	70645	0.18	27.1	51.4	21.5	72.9	70454	0.22	27.2	51.4	21.3	72.8	70357	0.28
2005	**5**	**All**	**9.0**	**54.5**	**36.6**	**91.0**	**69692**	**8.3**	**10.9**	**49.8**	**39.3**	**89.1**	**70823**	**5.0**	**21.3**	**54.5**	**24.3**	**78.7**	**69923**	**6.8**	**22.9**	**52.6**	**24.4**	**77.0**	**69878**	**7.8**
2004	**5**	All	17.2	53.0	29.8	82.8	71924	0.25	15.9	50.3	33.8	84.1	72057	0.15	28.1	52.2	19.7	71.9	71882	0.16	30.7	50.0	19.3	69.3	71747	0.18
2005	**6**	**All**	**12.1**	**53.8**	**34.1**	**87.9**	**71788**	**7.2**	**13.2**	**51.3**	**35.5**	**86.8**	**72828**	**6.7**	**23.8**	**50.2**	**26.0**	**76.2**	**71592**	**4.5**	**24.6**	**51.2**	**24.1**	**75.4**	**71512**	**6.1**
2004	**6**	All	19.3	52.5	28.2	80.7	73061	0.20	19.9	49.3	30.8	80.1	73177	0.18	28.4	51.9	19.7	71.6	72867	0.10	30.8	50.4	18.8	69.2	72738	0.14
2005	**7**	**All**	**16.6**	**49.7**	**33.7**	**83.4**	**73058**	**3.6**	**14.6**	**50.6**	**34.8**	**85.4**	**73998**	**5.3**	**26.7**	**49.5**	**23.8**	**73.3**	**72827**	**2.6**	**29.2**	**49.1**	**21.7**	**70.8**	**72731**	**2.9**
2004	**7**	All	20.3	48.8	31.0	79.7	74458	0.09	20.0	50.4	29.6	80.0	74542	0.14	29.3	50.7	20.0	70.7	74231	0.06	32.1	47.1	20.7	67.9	74041	0.06
2005	**8**	**All**	**12.5**	**48.2**	**39.3**	**87.5**	**72599**	**7.1**	**12.8**	**51.6**	**35.6**	**87.2**	**73549**	**4.3**	**25.1**	**52.2**	**22.7**	**74.9**	**72334**	**4.8**	**26.1**	**51.5**	**22.4**	**73.9**	**72221**	**6.2**
2004	**8**	All	19.5	45.5	35.0	80.5	72119	0.19	17.1	50.1	32.7	82.9	72107	0.12	29.9	50.1	20.0	70.1	71952	0.11	32.3	46.9	20.8	67.7	71805	0.14
2005	**3**	**Regular**	**6.8**	**47.6**	**45.6**	**93.2**	**60104**	**5.1**	**10.7**	**43.6**	**45.7**	**89.3**	**61580**	**3.5**	**14.7**	**57.7**	**27.6**	**85.3**	**60462**	**6.5**	**16.3**	**53.2**	**30.5**	**83.7**	**60436**	**4.5**
2004	**3**	Regular	12.0	51.0	37.0	88.0	61893	0.18	14.2	45.1	40.7	85.8	62111	0.11	21.2	55.2	23.6	78.8	61950	0.17	20.8	51.9	27.2	79.2	61894	0.12
2005	**4**	**Regular**	**8.6**	**53.2**	**38.3**	**91.4**	**60917**	**6.5**	**9.2**	**54.9**	**35.9**	**90.8**	**62135**	**5.6**	**15.3**	**54.8**	**29.9**	**84.7**	**61231**	**8.1**	**12.5**	**59.1**	**28.4**	**87.5**	**61199**	**10.3**
2004	**4**	Regular	15.1	50.7	34.2	84.9	62121	0.20	14.8	55.0	30.2	85.2	62297	0.17	23.4	53.3	23.3	76.6	62104	0.21	22.8	53.9	23.3	77.2	62021	0.27
2005	**5**	**Regular**	**5.8**	**53.9**	**40.3**	**94.2**	**61284**	**6.5**	**6.7**	**50.1**	**43.2**	**93.3**	**62361**	**3.8**	**17.8**	**55.9**	**26.3**	**82.2**	**61508**	**6.2**	**18.6**	**54.8**	**26.6**	**81.4**	**61473**	**7.0**
2004	**5**	Regular	12.3	54.7	33.1	87.7	63197	0.23	10.5	52.1	37.4	89.5	63333	0.14	24.0	54.5	21.6	76.0	63163	0.15	25.6	53.2	21.2	74.4	63066	0.17
2005	**6**	**Regular**	**8.0**	**54.0**	**38.0**	**92.0**	**62765**	**5.8**	**8.1**	**52.9**	**39.1**	**91.9**	**63771**	**5.8**	**19.5**	**52.1**	**28.4**	**80.5**	**62927**	**4.4**	**19.7**	**53.9**	**26.5**	**80.3**	**62872**	**5.9**
2004	**6**	Regular	13.8	54.8	31.4	86.2	64243	0.19	13.9	51.9	34.3	86.1	64357	0.19	23.8	54.5	21.6	76.2	64092	0.11	25.5	53.7	20.7	74.5	64007	0.14
2005	**7**	**Regular**	**11.6**	**50.8**	**37.6**	**88.4**	**63914**	**3.6**	**9.5**	**52.1**	**38.4**	**90.5**	**64831**	**4.5**	**22.2**	**51.7**	**26.1**	**77.8**	**64019**	**2.5**	**24.0**	**52.1**	**23.9**	**76.0**	**63953**	**2.7**
2004	**7**	Regular	15.2	50.3	34.5	84.8	65655	0.10	14.0	53.1	32.9	86.0	65762	0.14	24.7	53.2	22.1	75.3	65488	0.06	26.7	50.4	22.9	73.3	65321	0.06
2005	**8**	**Regular**	**8.3**	**48.1**	**43.6**	**91.7**	**63739**	**5.5**	**7.9**	**52.9**	**39.2**	**92.1**	**64664**	**3.4**	**20.5**	**54.8**	**24.7**	**79.5**	**63875**	**4.1**	**20.9**	**54.6**	**24.5**	**79.1**	**63797**	**5.9**
2004	**8**	Regular	13.8	47.2	39.0	86.2	63636	0.18	11.2	52.4	36.4	88.8	63669	0.11	24.7	53.3	22.0	75.3	63525	0.10	26.8	50.2	23.0	73.2	63417	0.14
2005	**3**	**Special**	**21.6**	**62.3**	**16.1**	**78.4**	**8011**	**22.0**	**44.1**	**38.8**	**17.1**	**55.9**	**8096**	**10.1**	**36.2**	**51.9**	**11.8**	**63.7**	**8018**	**16.2**	**48.0**	**39.5**	**12.3**	**51.9**	**8005**	**8.8**
2004	**3**	Special	43.6	46.6	9.8	56.4	8528	0.48	54.2	32.8	12.9	45.7	8516	0.20	52.5	39.4	8.1	47.5	8526	0.33	56.9	34.2	8.8	43.1	8502	0.18
2005	**4**	**Special**	**37.7**	**51.8**	**10.5**	**62.3**	**8380**	**14.8**	**44.6**	**43.9**	**11.5**	**55.4**	**8453**	**13.9**	**38.0**	**49.4**	**12.4**	**61.9**	**8390**	**16.9**	**39.1**	**50.6**	**10.2**	**60.8**	**8374**	**20.9**
2004	**4**	Special	52.5	40.5	7.0	47.5	8366	0.30	58.6	34.2	7.3	41.4	8348	0.28	55.0	37.5	7.5	45.0	8350	0.34	60.2	33.3	6.5	39.8	8336	0.42
2005	**5**	**Special**	**32.2**	**58.6**	**9.3**	**67.8**	**8408**	**20.9**	**42.4**	**47.0**	**10.7**	**57.6**	**8462**	**13.0**	**46.7**	**43.8**	**9.4**	**53.2**	**8415**	**10.9**	**54.8**	**36.8**	**8.3**	**45.1**	**8405**	**13.2**
2004	**5**	Special	53.0	41.1	5.9	47.0	8727	0.43	55.3	37.1	7.5	44.6	8724	0.26	57.6	36.0	6.3	42.3	8719	0.22	68.0	26.7	5.2	32.0	8681	0.27
2005	**6**	**Special**	**40.6**	**52.4**	**7.0**	**59.4**	**9023**	**19.0**	**49.8**	**40.2**	**10.0**	**50.2**	**9057**	**14.2**	**55.6**	**36.2**	**8.1**	**44.4**	**8665**	**5.9**	**60.8**	**32.1**	**7.0**	**39.1**	**8640**	**8.4**
2004	**6**	Special	59.5	35.8	4.7	40.5	8818	0.38	63.9	30.6	5.4	36.0	8820	0.29	61.5	32.9	5.5	38.4	8775	0.12	69.2	25.9	4.8	30.7	8731	0.18
2005	**7**	**Special**	**51.4**	**42.4**	**6.2**	**48.6**	**9144**	**6.7**	**51.0**	**39.8**	**9.2**	**49.0**	**9167**	**13.5**	**59.6**	**33.4**	**7.0**	**40.4**	**8808**	**4.1**	**67.4**	**27.4**	**5.2**	**32.6**	**8778**	**5.7**
2004	**7**	Special	58.0	37.5	4.4	42.0	8803	0.13	64.5	30.8	4.7	35.5	8780	0.27	63.6	31.4	4.9	36.3	8743	0.09	73.0	22.6	4.3	26.9	8720	0.12
2005	**8**	**Special**	**42.7**	**48.8**	**8.4**	**57.3**	**8860**	**19.8**	**48.6**	**41.8**	**9.6**	**51.4**	**8885**	**12.8**	**59.9**	**32.5**	**7.6**	**40.1**	**8459**	**9.7**	**65.0**	**28.7**	**6.2**	**34.9**	**8424**	**8.5**
2004	**8**	Special	62.4	32.4	5.1	37.5	8483	0.40	61.3	33.5	5.2	38.6	8438	0.26	69.6	25.7	4.6	30.3	8427	0.20	73.5	22.3	4.1	26.4	8388	0.18

2005 Achievement Test Results

Below = Below Proficient, Prof. = Proficient, Advan= Advanced, Pr/Ad = Proficient or Advanced, and Diff = Difference = % of 2005 - % of 2004.

Effect size (ES) of Cohen's *h* is the difference between the arcsine transformation of the two proportions. A small effect is defined as *h* = .20, medium effect as *h* = .50, and a large effect as *h* = .80.

			Reading/Language Arts (%)					Diff	*Mathematics (%)*					Diff	*Science (%)*					Diff	*Social Studies (%)*					Diff
Year	Grade	Subgroup	Below	Prof.	Advan	Pr/Ad	*n*	*ES*	Below	Prof.	Advan	Pr/Ad	*n*	*ES*	Below	Prof.	Advan	Pr/Ad	*n*	*ES*	Below	Prof.	Advan	Pr/Ad	*n*	*ES*
2005	**3**	**Am. Indian**	**4.3**	**59.7**	**36.0**	**95.7**	**139**	**5.6**	**11.5**	**46.8**	**41.7**	**88.5**	**139**	**0.7**	**13.8**	**63.8**	**22.5**	**86.2**	**138**	**3.8**	**11.5**	**62.6**	**25.9**	**88.5**	**139**	**3.9**
2004	**3**	Am. Indian	9.9	59.5	30.5	90.1	131	0.22	12.2	50.4	37.4	87.8	131	0.02	17.6	63.4	19.1	82.4	131	0.10	15.4	68.5	16.2	84.6	130	0.11
2005	**4**	**Am. Indian**	**7.6**	**60.6**	**31.8**	**92.4**	**132**	**11.1**	**10.6**	**59.8**	**29.5**	**89.4**	**132**	**11.8**	**11.4**	**62.1**	**26.5**	**88.6**	**132**	**10.1**	**9.9**	**68.7**	**21.4**	**90.1**	**131**	**10.6**
2004	**4**	Am. Indian	18.7	53.3	28.0	81.3	107	0.34	22.4	51.4	26.2	77.6	107	0.32	21.5	56.1	22.4	78.5	107	0.28	20.6	58.9	20.6	79.4	107	0.30
2005	**5**	**Am. Indian**	**10.1**	**57.1**	**32.8**	**89.9**	**119**	**6.2**	**14.2**	**45.8**	**40.0**	**85.8**	**120**	**1.0**	**18.5**	**55.5**	**26.1**	**81.5**	**119**	**6.5**	**26.9**	**49.6**	**23.5**	**73.1**	**119**	**3.5**
2004	**5**	Am. Indian	16.3	62.2	21.5	83.7	172	0.18	15.2	54.4	30.4	84.8	171	0.03	25.0	59.9	15.1	75.0	172	0.16	30.4	55.0	14.6	69.6	171	0.08
2005	**6**	**Am. Indian**	**15.0**	**51.6**	**33.3**	**85.0**	**213**	**9.0**	**11.7**	**52.1**	**36.2**	**88.3**	**213**	**12.6**	**19.7**	**53.5**	**26.8**	**80.3**	**213**	**5.2**	**25.8**	**51.2**	**23.0**	**74.2**	**213**	**8.1**
2004	**6**	Am. Indian	24.0	58.5	17.5	76.0	246	0.23	24.3	51.8	23.9	75.7	247	0.33	24.9	56.7	18.4	75.1	245	0.12	33.9	52.2	13.9	66.1	245	0.18
2005	**7**	**Am. Indian**	**17.9**	**59.5**	**22.6**	**82.1**	**190**	**6.1**	**13.7**	**62.6**	**23.7**	**86.3**	**190**	**8.9**	**25.4**	**58.7**	**15.9**	**74.6**	**189**	**6.1**	**26.1**	**61.7**	**12.2**	**73.9**	**188**	**14.2**
2004	**7**	Am. Indian	24.0	52.8	23.2	76.0	267	0.15	22.6	57.1	20.3	77.4	266	0.23	31.5	52.4	16.1	68.5	267	0.13	40.2	42.9	16.9	59.8	266	0.30
2005	**8**	**Am. Indian**	**14.5**	**52.3**	**33.1**	**85.5**	**172**	**4.6**	**11.1**	**55.6**	**33.3**	**88.9**	**171**	**8.1**	**22.4**	**54.1**	**23.5**	**77.6**	**170**	**5.5**	**28.2**	**52.4**	**19.4**	**71.8**	**170**	**4.1**
2004	**8**	Am. Indian	19.1	49.8	31.1	80.9	225	0.12	19.2	50.4	30.4	80.8	224	0.23	27.9	53.5	18.6	72.1	226	0.13	32.3	51.3	16.4	67.7	226	0.09
2005	**3**	**Asian/Paci**	**3.2**	**31.7**	**65.1**	**96.8**	**842**	**5.3**	**6.1**	**29.6**	**64.3**	**93.9**	**982**	**2.7**	**9.1**	**50.1**	**40.8**	**90.9**	**880**	**7.1**	**7.9**	**46.1**	**46.0**	**92.1**	**878**	**7.4**
2004	**3**	Asian/Pacifi	8.5	41.7	49.8	91.5	926	0.23	8.8	35.7	55.6	91.2	945	0.10	16.2	52.7	31.1	83.8	930	0.22	15.3	46.3	38.5	84.7	931	0.23
2005	**4**	**Asian/Paci**	**2.9**	**39.3**	**57.9**	**97.1**	**840**	**8.6**	**5.2**	**36.9**	**57.9**	**94.8**	**980**	**3.1**	**9.3**	**48.8**	**41.9**	**90.7**	**881**	**8.1**	**6.3**	**49.0**	**44.8**	**93.8**	**880**	**9.1**
2004	**4**	Asian/Pacifi	11.4	41.6	47.0	88.6	935	0.35	8.3	39.7	52.0	91.7	960	0.13	17.4	50.4	32.2	82.6	937	0.24	15.3	49.7	35.0	84.7	934	0.30
2005	**5**	**Asian/Paci**	**4.0**	**35.2**	**60.7**	**96.0**	**840**	**6.0**	**3.5**	**33.0**	**63.4**	**96.5**	**987**	**4.0**	**11.6**	**50.1**	**38.3**	**88.4**	**877**	**7.3**	**9.3**	**47.1**	**43.7**	**90.7**	**875**	**9.2**
2004	**5**	Asian/Pacifi	9.9	43.4	46.6	90.0	947	0.24	7.4	38.5	54.0	92.5	972	0.18	18.8	51.7	29.4	81.1	952	0.20	18.3	52.8	28.8	81.6	954	0.27
2005	**6**	**Asian/Paci**	**4.4**	**36.8**	**58.8**	**95.6**	**844**	**5.4**	**5.1**	**33.5**	**61.4**	**94.9**	**967**	**3.0**	**10.5**	**45.3**	**44.2**	**89.5**	**878**	**5.2**	**6.8**	**44.4**	**48.7**	**93.2**	**878**	**6.7**
2004	**6**	Asian/Pacifi	9.6	45.7	44.6	90.3	923	0.21	8.0	38.5	53.4	91.9	952	0.12	15.6	48.8	35.6	84.3	924	0.15	13.4	45.9	40.5	86.5	924	0.22
2005	**7**	**Asian/Paci**	**4.6**	**40.1**	**55.3**	**95.4**	**857**	**6.1**	**4.3**	**32.1**	**63.6**	**95.7**	**973**	**3.7**	**10.8**	**42.0**	**47.2**	**89.2**	**886**	**5.1**	**10.0**	**47.5**	**42.5**	**90.0**	**884**	**6.1**
2004	**7**	Asian/Pacifi	10.7	43.5	45.8	89.3	853	0.24	8.0	35.9	56.1	92.0	874	0.16	15.9	47.0	37.1	84.1	854	0.15	16.1	46.5	37.4	83.9	853	0.18
2005	**8**	**Asian/Paci**	**3.9**	**36.1**	**60.0**	**96.1**	**762**	**10.0**	**3.7**	**33.6**	**62.6**	**96.3**	**886**	**4.4**	**11.2**	**47.1**	**41.7**	**88.8**	**792**	**10.3**	**10.1**	**49.6**	**40.3**	**89.9**	**790**	**11.6**
2004	**8**	Asian/Pacifi	13.9	40.7	45.4	86.1	947	0.37	8.1	36.7	55.2	91.9	960	0.19	21.5	47.7	30.8	78.5	949	0.28	21.7	46.7	31.6	78.3	949	0.32
2005	**3**	**Black**	**15.1**	**60.3**	**24.6**	**84.9**	**17251**	**10.9**	**26.6**	**50.8**	**22.5**	**73.4**	**17311**	**7.4**	**35.1**	**56.3**	**8.6**	**64.9**	**17254**	**11.1**	**37.6**	**51.4**	**10.9**	**62.3**	**17257**	**6.7**
2004	**3**	Black	26.1	56.0	17.9	73.9	17879	0.27	34.0	49.3	16.7	66.0	17886	0.16	46.1	47.0	6.8	53.9	17910	0.23	44.3	45.9	9.7	55.7	17887	0.14
2005	**4**	**Black**	**22.6**	**61.2**	**16.3**	**77.4**	**17676**	**9.9**	**24.2**	**60.8**	**15.0**	**75.8**	**17734**	**10.8**	**38.0**	**53.5**	**8.4**	**62.0**	**17686**	**10.5**	**29.5**	**61.4**	**9.0**	**70.4**	**17677**	**15.4**
2004	**4**	Black	32.5	53.0	14.5	67.5	18157	0.22	34.9	53.9	11.1	65.1	18155	0.24	48.6	45.5	6.0	51.4	18139	0.21	44.9	48.1	7.0	55.1	18123	0.32
2005	**5**	**Black**	**15.6**	**66.7**	**17.8**	**84.4**	**18186**	**11.9**	**19.5**	**60.8**	**19.7**	**80.5**	**18233**	**8.7**	**42.7**	**50.0**	**7.3**	**57.3**	**18183**	**9.7**	**36.5**	**53.9**	**9.6**	**63.5**	**18170**	**8.8**
2004	**5**	Black	27.5	58.4	14.1	72.5	18728	0.29	28.2	56.9	15.0	71.8	18726	0.21	52.3	42.5	5.1	47.7	18709	0.19	45.3	46.8	7.8	54.7	18659	0.18
2005	**6**	**Black**	**21.0**	**62.7**	**16.2**	**79.0**	**18856**	**11.8**	**24.3**	**59.7**	**16.1**	**75.7**	**18893**	**11.6**	**43.2**	**47.6**	**9.2**	**56.8**	**18736**	**7.2**	**41.9**	**49.0**	**9.1**	**58.1**	**18718**	**6.2**
2004	**6**	Black	32.9	55.8	11.4	67.1	19105	0.27	35.9	52.9	11.2	64.1	19106	0.25	50.5	44.0	5.5	49.5	18988	0.15	48.0	45.3	6.6	52.0	18963	0.12
2005	**7**	**Black**	**29.2**	**55.6**	**15.1**	**70.8**	**19159**	**4.9**	**27.8**	**58.0**	**14.3**	**72.2**	**19214**	**8.3**	**48.3**	**43.0**	**8.7**	**51.7**	**19026**	**2.4**	**51.5**	**42.2**	**6.4**	**48.5**	**19011**	**1.0**
2004	**7**	Black	34.1	53.0	12.9	65.9	19007	0.10	36.0	53.0	11.0	64.0	19013	0.18	50.7	42.8	6.5	49.3	18856	0.05	52.4	40.9	6.7	47.6	18828	0.02
2005	**8**	**Black**	**21.6**	**60.8**	**17.6**	**78.4**	**18240**	**12.0**	**24.4**	**59.7**	**15.9**	**75.6**	**18297**	**7.7**	**45.0**	**47.5**	**7.6**	**55.0**	**18075**	**5.9**	**43.7**	**48.9**	**7.4**	**56.3**	**18056**	**8.3**
2004	**8**	Black	33.6	52.2	14.2	66.4	18121	0.27	32.1	55.9	12.0	67.9	18061	0.17	50.8	42.8	6.4	49.2	17989	0.12	52.0	41.1	6.9	48.0	17970	0.17

2005 Achievement Test Results

Below = Below Proficient, Prof. = Proficient, Advan= Advanced, Pr/Ad = Proficient or Advanced, and Diff = Difference = % of 2005 - % of 2004.

Effect size (ES) of Cohen's *h* is the difference between the arcsine transformation of the two proportions. A small effect is defined as *h* = .20, medium effect as *h* = .50, and a large effect as *h* = .80.

			Reading/Language Arts (%)					Diff	*Mathematics (%)*					Diff	*Science (%)*					Diff	*Social Studies (%)*					Diff
Year	**Grade**	**Subgroup**	**Below**	**Prof.**	**Advan**	**Pr/Ad**	***n***	***ES***	**Below**	**Prof.**	**Advan**	**Pr/Ad**	***n***	***ES***	**Below**	**Prof.**	**Advan**	**Pr/Ad**	***n***	***ES***	**Below**	**Prof.**	**Advan**	**Pr/Ad**	***n***	***ES***
2005	**3**	**Hispanic**	**7.0**	**53.4**	**39.6**	**93.0**	**1731**	**20.1**	**24.4**	**46.9**	**28.7**	**75.6**	**2963**	**4.1**	**21.3**	**63.7**	**15.0**	**78.7**	**2044**	**15.6**	**22.3**	**59.0**	**18.7**	**77.7**	**2023**	**12.6**
2004	**3**	Hispanic	27.2	52.1	20.8	72.8	2261	0.56	28.4	50.0	21.5	71.5	2423	0.09	36.9	53.1	10.0	63.1	2302	0.35	34.9	50.1	14.9	65.1	2298	0.28
2005	**4**	**Hispanic**	**10.2**	**57.6**	**32.2**	**89.8**	**1660**	**19.0**	**19.9**	**58.8**	**21.3**	**80.1**	**2669**	**8.1**	**22.7**	**59.9**	**17.4**	**77.3**	**1945**	**17.2**	**20.2**	**60.4**	**19.4**	**79.8**	**1943**	**16.2**
2004	**4**	Hispanic	29.2	51.1	19.6	70.8	2178	0.49	28.0	55.5	16.5	72.0	2311	0.19	39.9	50.4	9.7	60.1	2214	0.37	36.4	53.2	10.4	63.6	2210	0.36
2005	**5**	**Hispanic**	**9.8**	**59.6**	**30.6**	**90.2**	**1721**	**17.8**	**17.9**	**56.2**	**26.0**	**82.1**	**2592**	**7.3**	**28.7**	**56.4**	**14.9**	**71.3**	**1942**	**15.3**	**27.5**	**56.1**	**16.4**	**72.5**	**1934**	**15.2**
2004	**5**	Hispanic	27.6	53.0	19.4	72.4	2132	0.47	25.2	52.8	22.0	74.8	2266	0.18	44.0	45.5	10.5	56.0	2163	0.32	42.7	46.1	11.2	57.3	2155	0.32
2005	**6**	**Hispanic**	**10.6**	**57.0**	**32.4**	**89.4**	**1711**	**17.7**	**22.8**	**53.4**	**23.8**	**77.2**	**2534**	**6.2**	**26.4**	**52.6**	**21.0**	**73.6**	**1888**	**10.9**	**23.8**	**56.3**	**19.9**	**76.2**	**1877**	**16.6**
2004	**6**	Hispanic	28.3	51.6	20.1	71.7	1960	0.46	29.0	51.5	19.5	71.0	2068	0.14	37.3	50.9	11.8	62.7	1977	0.23	40.4	48.6	11.0	59.6	1974	0.36
2005	**7**	**Hispanic**	**15.7**	**55.6**	**28.7**	**84.3**	**1566**	**15.7**	**24.6**	**52.9**	**22.5**	**75.4**	**2304**	**6.8**	**28.0**	**52.2**	**19.8**	**72.0**	**1710**	**13.7**	**29.1**	**53.8**	**17.2**	**70.9**	**1700**	**11.0**
2004	**7**	Hispanic	31.4	49.7	18.9	68.6	1992	0.37	31.4	51.0	17.6	68.6	2120	0.15	41.7	46.9	11.4	58.3	2015	0.29	40.1	46.1	13.9	60.0	2000	0.23
2005	**8**	**Hispanic**	**11.7**	**55.1**	**33.2**	**88.3**	**1458**	**22.1**	**20.4**	**55.8**	**23.8**	**79.6**	**2170**	**5.0**	**29.3**	**54.3**	**16.5**	**70.7**	**1616**	**17.2**	**28.6**	**55.6**	**15.8**	**71.4**	**1610**	**15.6**
2004	**8**	Hispanic	33.9	42.6	23.5	66.1	1858	0.54	25.4	50.9	23.7	74.6	1938	0.12	46.4	39.9	13.7	53.6	1882	0.36	44.2	41.8	14.0	55.8	1878	0.33
2005	**3**	**white**	**6.4**	**45.4**	**48.2**	**93.6**	**47859**	**5.3**	**9.8**	**40.2**	**50.0**	**90.2**	**47978**	**3.6**	**10.7**	**57.1**	**32.2**	**89.3**	**47869**	**6.2**	**13.8**	**51.4**	**34.8**	**86.2**	**47850**	**4.1**
2004	**3**	white	11.7	48.5	39.8	88.3	49041	0.19	13.4	41.4	45.3	86.6	49060	0.11	16.8	55.6	27.5	83.1	49022	0.18	18.0	51.2	30.8	82.0	48968	0.11
2005	**4**	**white**	**8.5**	**50.1**	**41.4**	**91.5**	**48780**	**5.9**	**9.3**	**51.0**	**39.7**	**90.7**	**48858**	**5.0**	**10.8**	**54.2**	**35.0**	**89.2**	**48768**	**8.0**	**10.7**	**56.9**	**32.4**	**89.3**	**48734**	**9.8**
2004	**4**	white	14.4	48.2	37.3	85.6	48963	0.19	14.3	52.1	33.7	85.7	48965	0.15	18.8	53.6	27.6	81.2	48911	0.23	20.5	52.6	26.9	79.5	48838	0.27
2005	**5**	**white**	**6.5**	**50.1**	**43.4**	**93.5**	**48680**	**6.5**	**7.5**	**45.6**	**46.9**	**92.5**	**48746**	**3.5**	**13.2**	**56.1**	**30.7**	**86.8**	**48658**	**5.3**	**17.9**	**52.2**	**29.9**	**82.1**	**48638**	**7.1**
2004	**5**	white	13.1	51.1	35.8	86.9	49813	0.22	11.0	47.9	41.1	89.0	49790	0.12	18.4	56.1	25.4	81.6	49755	0.15	25.0	51.3	23.8	75.0	49677	0.17
2005	**6**	**white**	**8.6**	**50.7**	**40.7**	**91.4**	**49845**	**5.3**	**8.7**	**48.4**	**42.9**	**91.3**	**49895**	**5.0**	**16.7**	**51.1**	**32.2**	**83.3**	**49683**	**3.3**	**18.4**	**52.0**	**29.6**	**81.6**	**49633**	**5.7**
2004	**6**	white	14.0	51.5	34.6	86.0	50624	0.17	13.7	48.0	38.3	86.3	50598	0.16	20.0	55.0	25.1	80.0	50528	0.09	24.2	52.4	23.4	75.8	50427	0.14
2005	**7**	**white**	**12.0**	**47.5**	**40.5**	**88.0**	**51006**	**2.9**	**9.4**	**48.0**	**42.6**	**90.6**	**51030**	**4.4**	**18.8**	**52.0**	**29.2**	**81.2**	**50841**	**2.4**	**21.2**	**51.6**	**27.2**	**78.8**	**50773**	**3.4**
2004	**7**	white	14.9	47.3	37.9	85.1	52070	0.09	13.8	49.7	36.5	86.2	52003	0.14	21.2	53.8	25.0	78.8	51973	0.06	24.6	49.5	25.9	75.4	51827	0.08
2005	**8**	**white**	**9.2**	**43.8**	**47.0**	**90.8**	**51673**	**4.9**	**8.5**	**48.9**	**42.6**	**91.5**	**51729**	**3.1**	**18.2**	**53.8**	**27.9**	**81.8**	**51518**	**3.8**	**20.0**	**52.4**	**27.7**	**80.0**	**51432**	**5.0**
2004	**8**	white	14.0	43.3	42.7	86.0	50752	0.15	11.6	48.3	40.1	88.4	50708	0.10	22.0	53.1	24.8	78.0	50691	0.10	25.0	49.2	25.8	75.0	50567	0.12

2005 Achievement Test Results

Below = Below Proficient, Prof. = Proficient, Advan= Advanced, Pr/Ad = Proficient or Advanced, and Diff = Difference = % of 2005 - % of 2004.

Effect size (ES) of Cohen's *h* is the difference between the arcsine transformation of the two proportions. A small effect is defined as *h* = .20, medium effect as *h* = .50, and a large effect as *h* = .80.

			Reading/Language Arts (%)					Diff	*Mathematics (%)*					Diff	*Science (%)*					Diff	*Social Studies (%)*					Diff
Year	**Grade**	**Subgroup**	**Below**	**Prof.**	**Advan**	**Pr/Ad**	***n***	***ES***	**Below**	**Prof.**	**Advan**	**Pr/Ad**	***n***	***ES***	**Below**	**Prof.**	**Advan**	**Pr/Ad**	***n***	***ES***	**Below**	**Prof.**	**Advan**	**Pr/Ad**	***n***	***ES***
2005	**3**	**Econo. Dis**	**12.9**	**59.5**	**27.6**	**87.1**	**33561**	**10.4**	**22.0**	**49.6**	**28.4**	**78.0**	**34893**	**6.1**	**26.5**	**59.5**	**14.0**	**73.5**	**33875**	**10.0**	**30.3**	**54.3**	**15.3**	**69.6**	**33843**	**6.6**
2004	**3**	Econo. Disa	23.3	56.6	20.1	76.7	34958	0.27	28.0	49.0	23.0	72.0	35111	0.14	36.6	52.2	11.2	63.4	35002	0.22	36.9	50.0	13.1	63.0	34960	0.14
2005	**4**	**Econo. Dis**	**18.9**	**61.2**	**19.9**	**81.1**	**34166**	**10.1**	**20.4**	**59.8**	**19.7**	**79.6**	**35287**	**9.6**	**28.1**	**57.1**	**14.8**	**71.9**	**34462**	**11.6**	**24.2**	**62.9**	**12.8**	**75.7**	**34433**	**15.5**
2004	**4**	Econo. Disa	29.0	54.1	16.9	71.0	34630	0.24	30.0	55.0	14.9	70.0	34754	0.22	39.7	50.0	10.3	60.3	34626	0.25	39.8	50.9	9.3	60.2	34567	0.33
2005	**5**	**Econo. Dis**	**14.0**	**65.0**	**21.0**	**86.0**	**34461**	**11.9**	**16.8**	**58.6**	**24.7**	**83.2**	**35402**	**7.5**	**32.5**	**55.2**	**12.3**	**67.5**	**34674**	**9.1**	**33.7**	**54.3**	**11.9**	**66.3**	**34636**	**9.8**
2004	**5**	Econo. Disa	25.9	58.7	15.4	74.1	35105	0.30	24.3	56.4	19.3	75.7	35229	0.19	41.6	49.3	9.1	58.4	35101	0.19	43.5	48.0	8.5	56.4	35013	0.20
2005	**6**	**Econo. Dis**	**18.5**	**62.3**	**19.2**	**81.5**	**35156**	**10.9**	**20.5**	**58.4**	**21.1**	**79.5**	**36003**	**9.8**	**35.3**	**50.7**	**14.0**	**64.7**	**35127**	**6.3**	**36.2**	**52.0**	**11.8**	**63.7**	**35058**	**7.9**
2004	**6**	Econo. Disa	29.4	56.3	14.3	70.6	34934	0.26	30.3	53.1	16.7	69.7	34998	0.23	41.6	48.6	9.8	58.4	34801	0.13	44.2	47.5	8.3	55.8	34732	0.16
2005	**7**	**Econo. Dis**	**25.7**	**56.1**	**18.2**	**74.3**	**34674**	**4.8**	**23.1**	**57.4**	**19.6**	**76.9**	**35445**	**7.5**	**39.7**	**47.7**	**12.6**	**60.3**	**34590**	**3.1**	**43.9**	**46.7**	**9.4**	**56.1**	**34520**	**3.4**
2004	**7**	Econo. Disa	30.4	53.6	16.0	69.6	34625	0.11	30.6	53.6	15.8	69.4	34700	0.17	42.8	47.4	9.7	57.2	34457	0.06	47.3	43.5	9.2	52.7	34358	0.07
2005	**8**	**Econo. Dis**	**19.3**	**57.7**	**23.0**	**80.7**	**32539**	**11.8**	**20.5**	**59.3**	**20.2**	**79.5**	**33313**	**7.0**	**37.9**	**50.6**	**11.5**	**62.1**	**32440**	**6.9**	**39.1**	**50.9**	**10.0**	**60.9**	**32355**	**8.7**
2004	**8**	Econo. Disa	31.1	50.6	18.2	68.9	31270	0.27	27.5	55.3	17.2	72.5	31268	0.16	44.8	45.7	9.5	55.2	31143	0.14	47.8	43.1	9.1	52.2	31068	0.18
2005	**3**	**Not ED**	**4.2**	**39.0**	**56.8**	**95.8**	**33657**	**4.3**	**6.8**	**36.3**	**57.0**	**93.2**	**33863**	**3.4**	**7.6**	**54.7**	**37.7**	**92.4**	**33705**	**5.9**	**9.5**	**48.9**	**41.6**	**90.5**	**33701**	**4.1**
2004	**3**	Not ED	8.4	44.4	47.2	91.6	35463	0.18	10.2	38.3	51.5	89.8	35516	0.12	13.5	54.4	32.1	86.5	35474	0.19	13.6	49.6	36.8	86.4	35436	0.13
2005	**4**	**Not ED**	**5.3**	**44.9**	**49.8**	**94.7**	**34627**	**5.1**	**6.2**	**47.3**	**46.5**	**93.8**	**34784**	**4.0**	**8.0**	**51.2**	**40.8**	**92.0**	**34650**	**7.0**	**7.2**	**53.3**	**39.5**	**92.8**	**34633**	**7.9**
2004	**4**	Not ED	10.4	45.0	44.7	89.6	35857	0.19	10.3	50.0	39.7	89.7	35891	0.15	15.0	52.8	32.3	85.0	35828	0.22	15.1	51.9	32.9	84.9	35790	0.26
2005	**5**	**Not ED**	**3.9**	**44.0**	**52.0**	**96.1**	**34589**	**5.0**	**4.9**	**40.8**	**54.3**	**95.1**	**34772**	**3.0**	**10.0**	**53.7**	**36.3**	**90.0**	**34609**	**5.1**	**12.0**	**50.9**	**37.0**	**87.9**	**34601**	**6.5**
2004	**5**	Not ED	9.0	47.6	43.5	91.0	36819	0.21	7.9	44.4	47.7	92.1	36828	0.12	15.1	55.0	29.9	84.9	36781	0.16	18.5	51.9	29.6	81.5	36734	0.18
2005	**6**	**Not ED**	**5.5**	**45.5**	**49.0**	**94.5**	**35758**	**4.5**	**5.9**	**44.3**	**49.8**	**94.1**	**35938**	**4.5**	**12.5**	**49.6**	**37.8**	**87.5**	**35717**	**3.7**	**13.2**	**50.4**	**36.4**	**86.8**	**35704**	**5.3**
2004	**6**	Not ED	10.0	49.1	40.8	90.0	38127	0.17	10.4	45.9	43.7	89.6	38179	0.17	16.3	55.0	28.7	83.7	38066	0.11	18.5	53.0	28.5	81.5	38006	0.15
2005	**7**	**Not ED**	**8.1**	**43.9**	**48.0**	**91.9**	**37750**	**3.3**	**6.7**	**44.2**	**49.1**	**93.3**	**37909**	**4.1**	**14.7**	**51.1**	**34.2**	**85.3**	**37707**	**2.9**	**15.7**	**51.4**	**32.9**	**84.3**	**37682**	**3.3**
2004	**7**	Not ED	11.4	44.6	44.0	88.6	39833	0.11	10.7	47.7	41.6	89.2	39842	0.14	17.6	53.4	29.0	82.4	39774	0.08	19.0	50.3	30.7	81.0	39683	0.09
2005	**8**	**Not ED**	**6.5**	**40.5**	**53.0**	**93.5**	**39330**	**4.1**	**6.2**	**45.2**	**48.6**	**93.8**	**39498**	**3.0**	**14.5**	**53.4**	**32.0**	**85.5**	**39296**	**4.1**	**15.3**	**52.1**	**32.7**	**84.7**	**39268**	**5.2**
2004	**8**	Not ED	10.6	41.6	47.8	89.4	40849	0.15	9.1	46.2	44.6	90.9	40839	0.11	18.6	53.5	27.9	81.4	40809	0.11	20.4	49.8	29.7	79.6	40737	0.14
2005	**3**	**ELL**	**33.7**	**44.6**	**21.7**	**66.3**	**166**	**8.8**	**37.6**	**45.3**	**17.1**	**62.4**	**1695**	**2.2**	**41.2**	**53.8**	**5.1**	**58.8**	**573**	**9.0**	**42.1**	**47.6**	**10.3**	**57.9**	**546**	**6.4**
2004	**3**	ELL	42.5	48.1	9.4	57.5	1366	0.18	39.8	45.8	14.4	60.2	1577	0.04	50.2	44.7	5.1	49.8	1422	0.18	48.5	43.1	8.4	51.5	1421	0.13
2005	**4**	**ELL**	**25.8**	**56.7**	**17.6**	**74.2**	**233**	**17.6**	**30.7**	**57.1**	**12.2**	**69.3**	**1520**	**6.7**	**41.6**	**50.6**	**7.8**	**58.4**	**601**	**10.6**	**37.9**	**53.5**	**8.6**	**62.1**	**593**	**10.2**
2004	**4**	ELL	43.4	47.2	9.4	56.6	1208	0.37	37.4	50.8	11.8	62.6	1386	0.14	52.2	42.8	4.9	47.8	1258	0.21	48.1	46.2	5.6	51.9	1257	0.21
2005	**5**	**ELL**	**24.6**	**54.7**	**20.7**	**75.4**	**276**	**19.5**	**30.5**	**54.2**	**15.3**	**69.5**	**1389**	**6.8**	**51.2**	**42.5**	**6.2**	**48.8**	**562**	**10.3**	**46.1**	**44.7**	**9.2**	**53.9**	**553**	**12.6**
2004	**5**	ELL	44.2	47.0	8.8	55.8	1121	0.41	37.3	50.6	12.1	62.7	1302	0.14	61.6	34.7	3.7	38.4	1166	0.21	58.7	37.2	4.1	41.3	1167	0.25
2005	**6**	**ELL**	**52.3**	**40.2**	**7.5**	**47.7**	**614**	**2.5**	**35.9**	**44.8**	**19.3**	**64.1**	**1640**	**11.0**	**49.5**	**43.3**	**7.2**	**50.5**	**517**	**12.3**	**42.8**	**49.2**	**8.0**	**57.2**	**502**	**19.3**
2004	**6**	ELL	54.8	41.3	4.0	45.2	831	0.05	46.9	44.7	8.4	53.1	975	0.22	61.9	34.7	3.5	38.1	860	0.25	62.1	34.2	3.7	37.9	860	0.39
2005	**7**	**ELL**	**57.4**	**36.3**	**6.3**	**42.6**	**542**	**1.6**	**36.5**	**39.9**	**23.6**	**63.5**	**1480**	**15.8**	**45.6**	**44.7**	**9.7**	**54.4**	**423**	**19.3**	**50.7**	**41.3**	**8.0**	**49.3**	**414**	**13.6**
2004	**7**	ELL	59.0	38.4	2.6	41.0	898	0.03	52.2	40.1	7.7	47.8	1051	0.32	65.0	31.5	3.6	35.0	925	0.39	64.3	33.4	2.3	35.7	920	0.28
2005	**8**	**ELL**	**57.2**	**36.6**	**6.2**	**42.8**	**547**	**6.9**	**31.2**	**44.3**	**24.5**	**68.8**	**1486**	**10.2**	**61.7**	**32.3**	**6.0**	**38.3**	**402**	**14.3**	**54.9**	**38.9**	**6.2**	**45.1**	**388**	**17.8**
2004	**8**	ELL	64.1	33.5	2.4	35.9	799	0.14	41.4	47.6	11.1	58.6	923	0.21	76.0	22.0	2.0	24.0	838	0.31	72.7	24.6	2.8	27.3	834	0.37

2005 Achievement Test Results

Below = Below Proficient, Prof. = Proficient, Advan= Advanced, Pr/Ad = Proficient or Advanced, and Diff = Difference = % of 2005 - % of 2004.

Effect size (ES) of Cohen's *h* is the difference between the arcsine transformation of the two proportions. A small effect is defined as *h* = .20, medium effect as *h* = .50, and a large effect as *h* = .80.

			Reading/Language Arts (%)					Diff	*Mathematics (%)*					Diff	*Science (%)*					Diff	*Social Studies (%)*					Diff
Year	**Grade**	**Subgroup**	**Below**	**Prof.**	**Advan**	**Pr/Ad**	***n***	***ES***	**Below**	**Prof.**	**Advan**	**Pr/Ad**	***n***	***ES***	**Below**	**Prof.**	**Advan**	**Pr/Ad**	***n***	***ES***	**Below**	**Prof.**	**Advan**	**Pr/Ad**	***n***	***ES***
2005	**3**	**Not ELL**	**8.5**	**49.3**	**42.2**	**91.5**	**67949**	**6.8**	**14.0**	**43.0**	**43.0**	**86.0**	**67981**	**4.6**	**17.0**	**57.1**	**25.9**	**83.0**	**67907**	**7.5**	**19.9**	**51.6**	**28.5**	**80.1**	**67895**	**4.8**
2004	**3**	Not ELL	15.3	50.5	34.2	84.7	69055	0.21	18.6	43.6	37.9	81.4	69050	0.12	24.4	53.5	22.1	75.5	69054	0.18	24.7	49.9	25.3	75.3	68975	0.12
2005	**4**	**Not ELL**	**12.1**	**53.0**	**35.0**	**88.0**	**69064**	**7.1**	**13.0**	**53.5**	**33.5**	**87.0**	**69068**	**6.6**	**17.8**	**54.2**	**28.0**	**82.2**	**69020**	**8.9**	**15.5**	**58.1**	**26.3**	**84.5**	**68980**	**11.3**
2004	**4**	Not ELL	19.1	49.5	31.4	80.9	69279	0.20	19.6	52.5	27.8	80.4	69259	0.18	26.7	51.5	21.8	73.3	69196	0.21	26.8	51.5	21.6	73.1	69100	0.28
2005	**5**	**Not ELL**	**8.9**	**54.5**	**36.6**	**91.1**	**69416**	**7.9**	**10.6**	**49.7**	**39.8**	**89.4**	**69434**	**5.0**	**21.0**	**54.6**	**24.4**	**79.0**	**69361**	**6.5**	**22.8**	**52.7**	**24.5**	**77.2**	**69325**	**7.5**
2004	**5**	Not ELL	16.8	53.1	30.1	83.2	70803	0.24	15.5	50.3	34.2	84.5	70755	0.15	27.5	52.5	20.0	72.5	70716	0.15	30.3	50.2	19.5	69.7	70580	0.17
2005	**6**	**Not ELL**	**11.7**	**53.9**	**34.4**	**88.3**	**71174**	**7.2**	**12.7**	**51.4**	**35.8**	**87.3**	**71188**	**6.8**	**23.6**	**50.2**	**26.1**	**76.3**	**71075**	**4.3**	**24.5**	**51.2**	**24.3**	**75.5**	**71010**	**5.9**
2004	**6**	Not ELL	18.9	52.7	28.4	81.1	72230	0.20	19.6	49.4	31.1	80.4	72202	0.19	28.0	52.1	19.9	72.0	72007	0.10	30.4	50.6	19.0	69.6	71878	0.13
2005	**7**	**Not ELL**	**16.3**	**49.8**	**33.9**	**83.7**	**72516**	**3.5**	**14.2**	**50.8**	**35.0**	**85.8**	**72518**	**5.3**	**26.6**	**49.5**	**23.9**	**73.4**	**72404**	**2.3**	**29.1**	**49.2**	**21.7**	**70.9**	**72317**	**2.6**
2004	**7**	Not ELL	19.8	48.9	31.3	80.2	73560	0.09	19.5	50.6	29.9	80.5	73491	0.14	28.8	50.9	20.2	71.1	73306	0.05	31.7	47.3	21.0	68.3	73121	0.06
2005	**8**	**Not ELL**	**12.1**	**48.3**	**39.6**	**87.9**	**72052**	**6.9**	**12.4**	**51.8**	**35.8**	**87.6**	**72063**	**4.4**	**24.9**	**52.3**	**22.8**	**75.1**	**71932**	**4.5**	**25.9**	**51.6**	**22.5**	**74.1**	**71833**	**5.9**
2004	**8**	Not ELL	19.0	45.6	35.4	81.0	71320	0.19	16.8	50.2	33.0	83.2	71184	0.12	29.4	50.4	20.2	70.6	71114	0.10	31.8	47.2	21.0	68.2	70971	0.13

2005 TCAP Writing Assessment State Results

Effect size of Cohen's *h* is the difference between the arcsine transformation of the two proportions.
A small effect is defined as *h* = .20, medium effect as *h* = .50, and a large effect as *h* = .80.

		% of Proficient			Effect	Mean		Frequency at Each Score							
								Below Proficient				At or Above Proficient			
Grade	Subgroup	2005	*2004*	*Differ '05-'04*	*Size of Differ*	2005	*2004*	0	1	2	3	4	5	6	Total
5	All	**78.5**	***77.6***	***0.8***	0.02	**4.1**	***4.1***	459	509	2,787	11,310	32,707	17,042	5,149	69,963
8	All	**86.0**	***84.0***	***2.0***	0.06	**4.2**	***4.2***	284	495	1,802	7,446	38,001	18,776	5,020	71,824
11	All	**77.0**	***75.4***	***1.6***	0.04	**4.0**	***3.9***	205	662	2,665	9,551	29,098	12,212	2,382	56,775
5	Regular	**84.4**	***84.5***	***-0.1***	0.00	**4.2**	***4.3***	313	71	1,026	8,264	30,668	16,693	5,043	62,078
5	Special Ed	**31.6**	***28.0***	***3.6***	0.08	**3.0**	***2.9***	146	438	1,761	3,046	2,039	349	106	7,885
8	Regular	**91.2**	***90.3***	***0.9***	0.03	**4.3**	***4.3***	203	125	591	4,712	35,046	18,355	4,873	63,905
8	Special Ed	**44.5**	***37.7***	***6.8***	0.14	**3.3**	***3.1***	81	370	1,211	2,734	2,955	421	147	7,919
11	Regular	**81.5**	***80.6***	***0.9***	0.02	**4.1**	***4.1***	93	178	1,357	7,916	27,810	11,986	2,330	51,670
11	Special Ed	**30.7**	***25.9***	***4.8***	0.11	**2.9**	***2.7***	112	484	1,308	1,635	1,288	226	52	5,105
5	Am Indian	**73.5**	***73.2***	***0.4***	0.01	**4.0**	***4.0***	1	2	8	48	98	52	14	223
5	Asian/Pac	**85.6**	***85.9***	***-0.3***	-0.01	**4.5**	***4.0***	17	1	21	102	362	285	191	979
5	Black	**71.7**	***68.7***	***3.0***	0.07	**3.9**	***4.4***	112	161	989	3,881	8,997	3,356	685	18,181
5	Hispanic	**63.5**	***62.4***	***1.0***	0.02	**3.6**	***3.8***	122	44	184	554	1,045	418	107	2,474
5	White	**81.7**	***81.6***	***0.1***	0.00	**4.2**	***3.6***	204	300	1,579	6,702	22,141	12,882	4,137	47,945
8	Am Indian	**78.2**	***72.7***	***5.5***	0.13	**4.0**	***3.9***	3	5	17	46	157	76	21	325
8	Asian/Pac	**89.2**	***86.3***	***3.0***	0.09	**4.4**	***3.9***	12	5	16	68	409	282	147	939
8	Black	**79.7**	***76.8***	***2.9***	0.07	**4.0**	***4.4***	56	134	614	2,846	10,404	3,379	569	18,002
8	Hispanic	**69.9**	***65.1***	***4.8***	0.10	**3.7**	***4.0***	101	47	143	391	1,076	416	93	2,267
8	White	**89.1**	***87.5***	***1.6***	0.05	**4.3**	***3.7***	99	300	990	4,053	25,781	14,546	4,167	49,936
11	Am Indian	**65.9**	***65.2***	***0.7***	0.02	**3.7**	***3.6***	3	12	22	57	115	57	10	276
11	Asian/Pac	**80.0**	***79.5***	***0.4***	0.01	**4.2**	***3.7***	8	14	30	150	447	268	91	1,008
11	Black	**69.4**	***67.7***	***1.7***	0.04	**3.8**	***4.1***	66	203	865	2,803	6,615	2,057	256	12,865
11	Hispanic	**65.1**	***61.7***	***3.4***	0.07	**3.7**	***3.7***	18	37	115	296	594	221	53	1,334
11	White	**79.8**	***78.2***	***1.5***	0.04	**4.1**	***3.6***	104	383	1,609	6,178	21,114	9,521	1,958	40,867
5	Econo Dis	**70.2**	***68.3***	***1.9***	0.04	**3.8**	***3.8***	321	401	2,104	7,618	17,093	6,249	1,248	35,034
5	Not ED	**87.0**	***87.1***	***-0.1***	0.00	**4.4**	***4.4***	112	106	651	3,609	15,444	10,709	3,883	34,514
8	Econo Dis	**78.9**	***75.6***	***3.3***	0.08	**4.0**	***3.9***	209	360	1,297	4,947	18,285	6,179	1,057	32,334
8	Not ED	**92.1**	***90.8***	***1.3***	0.05	**4.4**	***4.4***	59	124	472	2,420	19,398	12,460	3,931	38,864
11	Econo Dis	**64.6**	***63.0***	***1.6***	0.03	**3.7**	***3.6***	120	409	1,470	4,104	8,667	2,205	262	17,237
11	Not ED	**82.5**	***80.8***	***1.7***	0.04	**4.1**	***4.1***	80	242	1,155	5,362	20,239	9,949	2,109	39,136
5	Not ELL	**79.0**	***78.3***	***0.7***	0.02	**4.1**	***4.1***	405	470	2,646	10,948	32,333	16,966	5,137	68,905
5	ELL	**43.7**	***40.2***	***3.5***	0.07	**3.2**	***3.0***	54	39	141	362	374	76	12	1,058
8	Not ELL	**86.6**	***84.7***	***1.9***	0.05	**4.2**	***4.2***	240	449	1,673	7,166	37,756	18,748	5,016	71,048
8	ELL	**35.7**	***34.7***	***1.0***	0.02	**2.9**	***2.9***	44	46	129	280	245	28	4	776
11	Not ELL	**77.2**	***75.7***	***1.5***	0.04	**4.0**	***3.9***	197	627	2,604	9,426	29,032	12,205	2,381	56,472
11	ELL	**24.4**	***31.3***	***-6.8***	-0.15	**2.8**	***2.9***	8	35	61	125	66	7	1	303

2005 Gateway Test Results

Below = Below Proficient, Prof. = Proficient, Advan= Advanced, and Total Prof = Proficient or Advanced.

1st Time		*Math (%)*			Total	Total	*Science (%)*			Total	Total	*Language Arts (%)*			Total	Total
Taker	**Subgroup**	**Below**	**Prof.**	**Advan.**	**Prof.**	**Tested**	**Below**	**Prof.**	**Advan.**	**Prof.**	**Tested**	**Below**	**Prof.**	**Advan.**	**Prof.**	**Tested**
1st	**All**	14.7	33.2	52.1	85.3	67,268	3.5	29.5	67.0	96.5	66,643	5.6	27.4	67.0	94.4	65,343
Not	**All**	42.9	32.7	24.4	57.1	28,174	14.7	37.1	48.2	85.3	10,504	26.3	38.5	35.1	73.7	14,893
Total	**All**	23.1	33.0	43.9	76.9	95,442	5.0	30.6	64.5	95.0	77,147	9.4	29.5	61.1	90.6	80,236
2004 Total	***All***				***76.4***	***72,724***				***95.0***	***61,828***				***87.3***	***61,709***
1st	Regular	10.9	33.3	55.8	89.1	61,161	1.8	27.2	71.0	98.2	59,996	2.7	24.7	72.6	97.3	58,436
1st	Special	53.3	31.6	15.1	46.7	6,107	18.2	51.0	30.8	81.8	6,647	29.6	50.4	20.0	70.4	6,907
Not	Regular	35.8	34.8	29.4	64.2	22,192	7.9	33.8	58.3	92.1	8,093	14.7	36.7	48.6	85.3	9,978
Not	Special	69.4	24.7	5.9	30.6	5,982	37.3	48.2	14.4	62.7	2,411	50.0	42.2	7.8	50.0	4,915
1st	Am Indian	22.5	35.8	41.7	77.5	218	4.9	30.4	64.7	95.1	224	11.3	28.2	60.5	88.7	238
1st	Asian/Pac	6.2	22.5	71.3	93.8	1,124	2.0	22.7	75.3	98.0	1,080	3.5	22.0	74.6	96.5	1,043
1st	Black	29.7	41.3	29.1	70.3	15,921	7.4	48.6	44.0	92.6	15,646	9.6	40.2	50.2	90.4	15,235
1st	Hispanic	18.0	35.5	46.5	82.0	1,788	4.8	41.0	54.2	95.2	1,715	9.7	36.1	54.3	90.3	1,509
1st	White	9.7	30.7	59.6	90.3	47,656	2.1	23.0	75.0	97.9	47,545	4.1	23.0	72.9	95.9	46,827
1st	Unknown	21.9	28.0	50.1	78.1	561	8.3	33.3	58.4	91.7	433	9.0	32.8	58.2	91.0	491
Not	Am Indian	54.4	35.3	10.3	45.6	68	24.3	37.8	37.8	75.7	37	49.1	28.3	22.6	50.9	53
Not	Asian/Pac	31.8	32.4	35.8	68.2	324	11.7	30.3	57.9	88.3	145	22.3	39.5	38.2	77.7	238
Not	Black	61.6	31.4	7.0	38.4	11,820	28.2	48.8	23.0	71.8	3,278	38.1	46.7	15.2	61.9	5,126
Not	Hispanic	43.1	38.3	18.6	56.9	715	13.0	47.2	39.8	87.0	269	32.1	45.6	22.3	67.9	461
Not	White	28.1	33.5	38.4	71.9	14,891	8.0	30.8	61.2	92.0	6,646	18.9	33.4	47.7	81.1	8,811
Not	Unknown	51.4	27.2	21.3	48.6	356	20.9	47.3	31.8	79.1	129	34.8	40.7	24.5	65.2	204
1st	Econo Disadv	23.9	38.6	37.5	76.1	23,626	6.2	43.3	50.5	93.8	23,215	9.9	39.2	50.9	90.1	22,728
1st	Not ED	9.4	30.2	60.5	90.6	41,634	1.8	21.9	76.3	98.2	41,944	3.0	20.8	76.1	97.0	41,038
1st	Unknown	18.8	31.5	49.7	81.2	2,008	6.9	29.7	63.4	93.1	1,484	9.8	28.3	61.9	90.2	1,577
Not	Econo Disadv	55.7	32.2	12.2	44.3	12,641	23.0	46.9	30.1	77.0	4,309	35.6	45.1	19.3	64.4	6,816
Not	Not ED	30.5	33.4	36.1	69.5	14,317	8.0	28.9	63.1	92.0	5,768	16.8	31.6	51.6	83.2	7,353
Not	Unknown	56.9	29.4	13.7	43.1	1,216	20.6	48.9	30.4	79.4	427	35.8	47.0	17.3	64.2	724
1st	ELL	27.8	36.5	35.6	72.2	665	11.9	58.2	29.9	88.1	656	22.6	55.7	21.7	77.4	460
1st	Not ELL	14.6	33.1	52.3	85.4	66,603	3.4	29.3	67.4	96.6	65,987	5.5	27.2	67.3	94.5	64,883
Not	ELL	59.5	30.6	9.9	40.5	353	23.8	60.0	16.2	76.2	130	44.7	48.1	7.3	55.3	262
Not	Not ELL	42.7	32.7	24.6	57.3	27,821	14.6	36.8	48.6	85.4	10,374	26.0	38.4	35.6	74.0	14,631

2005 End of Course Test Results

Below = Below Proficient, Prof. = Proficient, Advan= Advanced, and Total Prof = At or Above Proficient. Values under performance levels are percentages.

	English I			Total	Total	*Math Foundations*			Total	Total	*Physical Science*			Total	Total	*US History*			Total	Total
Subgroup	**Below**	**Prof.**	**Advan.**	**Prof.**	**Tested**	**Below**	**Prof.**	**Advan.**	**Prof.**	**Tested**	**Below**	**Prof.**	**Advan.**	**Prof.**	**Tested**	**Below**	**Prof.**	**Advan.**	**Prof.**	**Tested**
All	12.1	44.7	43.2	87.9	73,992	15.4	36.4	48.2	84.6	32,841	16.8	45.0	38.2	83.2	60,799	10.4	53.2	36.4	89.6	56,842
Grade 8	28.6	53.6	17.9	71.4	28	22.0	40.1	37.9	78.0	1,285	9.7	31.4	58.9	90.3	5,625	66.7	33.3	0.0	33.3	3
9	11.0	44.2	44.7	89.0	68,768	12.1	34.2	53.8	87.9	20,844	17.7	45.6	36.7	82.3	41,470	31.1	56.5	12.4	68.9	782
10	27.4	54.7	17.9	72.6	3,103	19.4	42.0	38.6	80.6	7,470	15.9	46.8	37.2	84.1	8,191	19.1	55.7	25.3	80.9	3,707
11	29.6	51.9	18.5	70.4	595	24.1	39.2	36.7	75.9	2,122	16.5	54.2	29.4	83.5	3,359	8.6	52.0	39.3	91.4	44,159
12	24.1	38.2	37.7	75.9	191	18.4	26.4	55.1	81.6	673	14.0	51.7	34.3	86.0	1,041	14.5	58.1	27.4	85.5	7,232
>12	34.3	60.0	5.7	65.7	35	62.5	34.4	3.1	37.5	32	22.5	27.5	50.0	77.5	40	34.8	37.0	28.3	65.2	46
Unknown	20.2	45.0	34.8	79.8	1,272	35.7	35.9	28.4	64.3	415	29.5	45.8	24.8	70.6	1,073	12.4	55.9	31.8	87.6	913
Regular	9.2	44.6	46.2	90.8	67,771	11.5	36.0	52.5	88.5	28,291	14.6	44.9	40.5	85.4	55,720	8.1	53.5	38.4	91.9	52,501
Special Ed	44.0	46.1	10.0	56.0	6,221	39.8	38.6	21.6	60.2	4,550	41.0	46.1	12.9	59.0	5,079	38.7	49.4	11.9	61.3	4,341
Am Indian	16.2	46.0	37.9	83.8	235	13.2	40.4	46.3	86.8	136	13.9	37.8	48.3	86.1	180	15.9	46.3	37.8	84.1	164
Asian/Pac	8.2	36.4	55.4	91.8	995	12.9	31.5	55.6	87.1	232	9.1	34.6	56.3	90.9	821	10.1	42.4	47.5	89.9	955
Black	21.6	55.7	22.8	78.4	17,767	28.4	42.2	29.4	71.6	6,063	30.6	51.5	17.9	69.4	17,186	20.9	62.6	16.6	79.1	12,262
Hispanic	21.8	46.1	32.0	78.2	1,996	26.6	38.1	35.3	73.4	1,214	27.9	46.3	25.8	72.1	1,901	16.2	54.8	29.1	83.8	1,225
White	8.5	41.1	50.4	91.5	52,475	11.7	34.9	53.5	88.3	24,913	10.5	42.5	47.1	89.5	40,288	7.2	50.7	42.2	92.8	41,877
Unknown	20.6	49.4	30.0	79.4	524	20.1	39.2	40.6	79.9	283	22.0	45.6	32.4	78.0	423	13.9	51.3	34.8	86.1	359
Econo Dis	19.9	54.4	25.7	80.1	29,100	20.2	39.0	40.8	79.8	14,464	26.5	50.9	22.5	73.5	24,519	19.7	61.7	18.6	80.3	16,907
Not ED	6.7	38.4	54.9	93.3	43,958	11.3	34.4	54.4	88.7	17,716	9.9	41.0	49.1	90.1	35,704	6.3	49.6	44.1	93.7	39,198
Unknown	22.8	43.4	33.8	77.2	934	21.2	32.1	46.7	78.8	661	26.2	41.0	32.8	73.8	576	17.8	47.1	35.1	82.2	737
ELL	41.2	44.3	14.6	58.8	707	43.1	39.4	17.5	56.9	531	44.5	40.5	14.9	55.5	910	36.6	44.0	19.4	63.4	500
Not ELL	11.8	44.7	43.5	88.2	73,285	14.9	36.3	48.7	85.1	32,310	16.4	45.1	38.6	83.7	59,889	10.2	53.2	36.5	89.8	56,342